

# **Knowledge Organiser**

**Year 6**

**Summer Term 2022**

# Art Y6 Summer Term

## 3D Sculpture linked to Edward Burne-Jones

As an Artist I will:	
• Produce creative work	
• Become proficient in drawing and painting	
• Evaluate and analyse	
• Know about great artists.	

### Prior Knowledge:

- Know how to shape, form, model and join with confidence.
- Know how to work directly from observation with confidence. Know how to use appropriate language

### Exploring:

- Create sketch books to record their observations and know how to use them to review and revisit ideas

### Evaluating:

- Know how to talk about the work of other artists.
- Know how to comment on ideas, methods and approaches in their own work and the work of others.
- Know how to relate ideas, methods and approaches to context in which a work was created.
- Know how to adapt and improve their own work to realise their own intentions

### Vocabulary

depth, structure, intention, prototype, replicate, tonal contrast, deconstruct, coiling, tessellation, montage, ceramic, element, tactile, influential, installation, annotate

### Exploring:

- Know how to explore and experiment to plan and collect source material for future work.

### Evaluating:

- Know how to develop their work taking into account purpose.
- Know how to observe and discuss the work of other artists.
- Know how to adapt and refine their work to reflect and their view of its purpose and meaning

### 3D:

- Know how to produce more intricate patterns and textures.
- Know how to work directly from imagination with confidence.
- Know how to use appropriate language
- Know how to select and use appropriate media for a specific purpose

# Computing Y6 Summer Term

## Programming - Variables

### Prior Knowledge:

Selection in physical computing:  
Exploring conditions and selection using a programmable microcontroller.

### Key Knowledge

Variables in games:

- Know that a variable is something that is changeable.
- Know how to define a variable.
- Know that a variable can be used by a program.
- Know that a variable can change value or can be fixed.
- Use a variable in a conditional loop.

### Vocabulary

### As a Computing Scientist I will:

- |   |  |
|---|--|
| • Understand computer science.                                |  |
| • Analyse problems and write computer programs to solve them. |  |
| • Evaluate information technology.                            |  |
| • Will be a responsible, competent and creative user of ICT.  |  |

# Computing Y6 Summer Term

## Programming - Sensing

### Prior Knowledge:

Selection in quizzes:  
Exploring selection in programming to design and code an interactive quiz.

### Key Knowledge

Sensing:

- Know what a variable is know that it is changeable.
- Know examples of information that is variable eg. Football score.
- Know how to define a variable with a name and value for letters (strings) and numbers (integers).
- Know how to see variables in existing programs.
- Know how to choose appropriate names for variables and know that these need to be unique.
- Know that the value of variable can change.

### As a Computing Scientist I will:

- |   |  |
|---|--|
| • Understand computer science.                                |  |
| • Analyst problems and write computer programs to solve them. |  |
| • Evaluate information technology.                            |  |
| • Will be a responsible, competent and creative user of ICT.  |  |

### Vocabulary

# DT Y6 Summer Term

## Textiles

### Prior Knowledge:

- Experience of basic stitching, joining textiles and finishing techniques.
- Experience of making and using simple pattern pieces.

### Key Knowledge

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened

### Vocabulary

seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces  
name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper  
design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

### As a Designer I will:

- |   |  |
|---|--|
| • Develop creative, technical and practical expertise.                    |  |
| • Design and make products for a range of users.                          |  |
| • Evaluate my designs.  |  |
| • Understand and apply the principles of nutrition and learn how to cook. |  |

# Geography Y6 Summer Term

## Title of Unit

### Prior Knowledge:

By the end of Year 3, children should be *able to*:

- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones; and when describing place locations

### Key Knowledge

- the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting it with places previously studied;
- where the world's main climate zones are, and how this variation might affect everyday life differently in South-East Brazil from places previously studied;
- the location, and main human and physical features, of North and South America, including the location of South-East Brazil and Rio de Janeiro within the South American continent;
- processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.

### Vocabulary

### As a Geographer I will be:

- |   |  |
|---|--|
| • Develop knowledge of globally significant places.                     |  |
| • Understand key physical and human geographical features of the world. |  |
| Carry out a range of fieldwork  |  |
| Interpret information from a range of sources.                          |  |

# History Y6 Summer Term

## Plants

### Prior Knowledge:

- Studies of other Ancient Civilisations and the Romans for comparison

### As a Historian I will:

Know chronology of topic studied.

Understand significant events.

Understand historical terms.

Understand historical concepts and use them to make connections.

Understand and take part in historical enquiry.

### Key Knowledge

- Place the Ancient Greeks into a chronology context, comparing with other periods previously studied.
- Know that Ancient Greece was organised into different city states, each with their own set of rules and customs.
- Understand that we know so much about the Ancient Greeks through exploring artefacts found by archeologists and through their writing, as well as through the extensive influence the Greeks had on the Roman Empire.
- Know about the development of democracy in Athens, the impact it had on the development of the city state, and how it became an enduring legacy of Ancient Greece to the rest of the world.
- Know about Ancient Greek philosophers Socrates, Plato and Aristotle and how their thinking remains influential to this day.
- Know what and when the Golden Age of Greece was, its important cultural contributions and how some of these influential to this day.
- Know what the religious beliefs of the Ancient Greeks were.
- Know what the great achievements were of the Ancient Greeks and their influence on the Western World (democracy, philosophy, medicine, language etc.).

### Vocabulary

**Democracy**, Acropolis, Elgin Marbles, city state, **Parthenon**, citizen, philosopher, philosophy, literature, architecture, alphabet, agora, Hellenistic, phalanx, mythology, Oracle, Delphi, column, Sparta, peninsula, terraced.

# MFL Y6 Summer Term

## Yo en el Mundo (Me in the World)

### Prior Knowledge:

Know how to say my name and where I live

- Know that *porque* means because
- Found out about three Spanish festivals (La Tomatina, Las Fallas and la Fiesta de San Fermín) and one Mexican festival (Day of the Dead)
- Know where Spain is on a map
- Know the importance of saving our common home (Laudato Si' - RE)
- Have learnt aspects of other faiths (Islam and Hinduism) in RE

### Key Knowledge

- Say and spell at least four Hispanophone countries (Spanish-speaking countries)
- Tell you these countries' capitals
- Find these four countries on a map
- Say what one place of interest is in Madrid, and one in Lima
- Say what I am going to do to protect the planet

### Vocabulary

Me llamo... - I am called... , Vivo en... - I live in..., Hablo... - I speak..., Hablo español - I speak Spanish, Hablo inglés - I speak English, Mi fiesta preferida es el Carnaval – My favourite festival is Carnival, Mi fiesta preferida es la Semana Santa – My favourite festival is Holy Week, Mi fiesta preferida es el Día de los Muertos – My favourite festival is Day of the Dead, Mi fiesta preferida es las Fiestas Patrias – My favourite festival is the National Holiday, Mi fiesta preferida es el Eid – My favourite festival is Eid, Mi fiesta preferida es el Diwali – My favourite festival is Diwali, Mi fiesta preferida es la Navidad – My favourite festival is Christmas

porque... - because..., Es una fiesta muy tradicional y religiosa – It is a very traditional and religious festival, Es una fiesta en honor a los muertos – It is a festival in honour of the dead, Es una fiesta muy alegre – It is a very happy / cheerful festival, Es una fiesta muy colorida – It is a very colourful festival , ¡Hasta luego, See you later! / See you soon!, Besos – kisses, ¿Qué vas a hacer para ayudar a salvar el planeta? - What are you going to do to help save the planet?, Voy a utilizar menos papel – I'm going to use less paper, Voy a utilizar menos cartón – I'm going to use less cardboard, Voy a utilizar menos, plástico – I'm going to use less plastic, Voy a utilizar menos agua – I'm going to use less water

### As a Linguist I will:

Understand spoken and written language.	
Speak with accurate pronunciation and intonation.	
Write for different audiences.	
Discover and develop and. Appreciateion of. The language studied.	



# Music Y6 Summer Term

## Music and Me

## Reflect, Rewind and Replay

As a Musician I will:	
Perform, listen to and evaluate a range of music.	
Learn to sing, create and compose music and play an instrument.	
Understand how music is created and use appropriate notation.	

### Prior Knowledge:

#### Performing

- Know how to sing or play using correct phrasing and demonstrate understanding of how to add expression.
- Know how to hold a part in a group
- Know how to perform music using a variety of structural forms
- Know how to perform by ear and using simple notations

#### Composing

- Know how to use basic rhythmic notation to transcribe ideas.
- Know how to notate a composition using basic notation and use to record a performance.
- Know how to compose a short song (lyrics and melody) and perform.

#### Listening and appraising

- Know how to refine and improve compositions and performances; and suggest improvements to the work of others.
- Know how to evaluate work using appropriate musical vocabulary
- Know how to use standard musical notation to record ideas.

### Key Knowledge

#### Performing

- Know how to provide rhythmic support in a performance from notation.
- Know how to perform from a variety of notations.
- Know how to sing a harmony part with accuracy and be able to perform from memory.
- Developing confidence to perform, being able to take a lead role in a performance.

#### Composing

- Know how to use different elements in their work, compose repeated patterns on a range of instruments and create accompaniments to a melody
- Know how to choose instruments purposefully and combine different sounds to create an intended effect.

#### Appraising

- Know how to improve performances and compositions.
- Know how to identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time.

### Vocabulary

Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel, hook, riff, solo, civil rights, gender equality, unison, harmony

Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music

# PE Y6 Summer Term

## Cricket, Tennis and Athletics

### Prior Knowledge:

Cricket - Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.

- Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.

Athletics - Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the howler.

Tennis - Pupils will be able to execute a wide range of shots and play the ball into space. Pupils will be able to serve the ball accurately to start the game.

As a Sports person I will:	
Develop competence in a broad range of physical activities.	
Be physically active for sustained periods of time.	
Engage in competitive sports and activities.	
Lead healthy, active lives.	

### Key Knowledge

**Cricket** - Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game.

- Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding).

**Athletics** - Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance

**Tennis** - Pupils will apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points.

### Vocabulary

**Cricket** - Throwing, catching, outwit, strike, batting, fielder, out

**Athletics** - Tactics, teamwork, speed, distance, evaluation,

**Tennis** - Tactics, space, outwit,

# PHSE/RSE Y6 Summer Term

## Rights and Responsibilities

### Prior Knowledge:

- I know issues concerning health and wellbeing in the media.
- I know the definitions of responsibility, rights and duties.
- I know what I am responsible for within my home, community and environment.
- I know the benefits and consequences of borrowing and saving money

### Key Knowledge

- know that media is biased.
- I know methods of saving and considerations for spending.
- I know that there are voluntary pressure groups who impact changes in our communities and environment.
- I know what democracy is and how laws are made.

### Vocabulary

Media, social media, biased, unbiased, fact, opinion, campaign, pressure group, democracy, law, debate, election, Debit, credit, policies, Parliament, House of Commons, Ballot, MP

As a Scientist I will be:	
Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

# PHSE/RSE Y6 Summer Term

## Growing and Changing

### Prior Knowledge:

- I know that feelings vary in intensity and puberty can affect this.
- I know strategies to deal with inappropriate touch, secrets, and confidentiality.
- I know products available for puberty and menstruation.
- I know the feelings of change and loss and have strategies to help with these.

### Key Knowledge

- I know different types of emotional responses for coping with change.
- I know how girls and boys bodies change during puberty.
- I know the scientific facts of sexual intercourse.
- I know that menstruation and the fertility cycle is involved in the start of life.

### Vocabulary

Change, body image, puberty, menstruation, sperm, egg, vulva, vagina, penis, testicles, embryo, womb, fallopian tube, fertility, conception.

As a Scientist I will be:	
Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

# Science Y6 Summer

## Plants

### Prior Knowledge:

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans)
- Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans)
- Identify the different types of teeth in humans and their simple functions. (Y4 - Animals, including humans)

### Key Knowledge

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

### Vocabulary

Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle

### As a Scientist I will be:

Develop scientific knowledge

Making Observations

Engaging in Practical Activities

Recording and Presenting Evidence

Evaluating and raising questions

Communicating Findings